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**ABSTRACT**

This final report of an internship program for developing management capabilities among women and minorities in the field of educational research and development describes the program and the characteristics of participating interns. Twelve of the 15 interns achieved management level jobs after the program, an 80 percent success rate, while the remaining 3 achieved management level potential. Four interns are identified as able to succeed without the program, and the remaining 11 were assisted by 6 factors: the provision of a mentor; opportunities to increase professional visibility; peer learning; the use of consultants; chances to demonstrate ability; and training through conferences and seminars. Short case studies of all the interns are included. Cited as the most important aspect of the program is the opportunity to learn by doing with the support of mentors and consultants. Interns minimally in need of the program required only opportunities to demonstrate their competence and models for achieving, while those without management experience benefited from the guidance of a mentor, learning opportunities, and strategies for improving their visibility. The report concludes that the major factor in the program's success was selection of interns willing to be assertive, ambitious, and challenge-seeking. (MJL)

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## WOMEN & MINORITIES LEADERSHIP PROGRAM



### FINAL REPORT

December 1, 1981 to November 30, 1982

EA 016 067



**FAR WEST LABORATORY**  
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT  
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**WOMEN & MINORITIES' LEADERSHIP PROGRAM  
IN EDUCATIONAL R&D**

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## ABSTRACT

This is the final report for an internship project for women and minorities which ended November 1981. The objectives for this final year were to produce a clear description of the model program, to produce an implementation guide, and to initiate dissemination of the training model. The guide has been completed and includes a description of the program and the specific means of implementing it in educational institutions or in the private sector. The dissemination of a training model for women and minorities in education was not feasible at this time due to the lack of government support for affirmative action. Due to the severe cuts in funding in education, educational institutions have not been in the market for expanding their administrative staff.

This report contains a summary of the features of the program and the characteristics of the interns which enabled them to obtain directorships and other management level positions. The implementation guide for the program that accompanies this report is both part of the report and is a final product for this project. Its title is An Executive Training Program.

The information and methods which produced this final product and successful placement of interns in top positions was built upon a four-and-one-half-year effort (April 1977 to present) to develop and implement a model for increasing participation of women and minorities in educational research and development (R&D). The period of time this program has been in effect includes an initial six-month planning grant, and one year of preliminary development.

This project addressed the question of making American education more responsive to the needs and concerns of women and minorities, correcting the underrepresentation of women and minority professionals in educational R&D on both the national and regional levels.

The long-range goal of this project is to contribute to American education by placing women and minority persons in leadership positions, where they can 1) generate programs, 2) make policies which are responsive to women and minorities and 3) model leadership in order to demonstrate the capabilities of women and minorities in education.

The strategy for increasing the upward mobility of women and minorities in education is twofold:

1. increase and establish the support of educational institutions and agencies; and
2. provide leadership and management opportunities in educational R&D settings for women and minorities to develop and to demonstrate their competence as leaders in education.

This program recruited interns who were already working in the field of education, and provided them with advisors, consultants from the field of educational R&D, seminars and workshops for professionals, university coursework, and opportunities for learning through on-the-job experience. Interns formulated their own courses for learning with the assistance of their mentors and the project director. Overall standards of performance were set by the program.

Institutional commitment to the goals of the project were expressed with the participation of educational professionals in a committee which made policy and oversaw the implementation of the program. Commitment was further evident in the involvement of established professionals as mentors and short-term consultants to interns.

Of the sixteen interns who participated in the program since its inception, twelve achieved the level of directing projects, and three are co-directors or assistant directors with large amounts of responsibility for managing projects.

The proposal for 1981-82 was to concentrate efforts on providing the means by which promotion of women and minorities in the field of educational R&D can continue as this project phases out. In 1980-81, an Implementation Guide was developed to be used by institutions wishing to adopt the program with the support of technical assistance from Far West Laboratory (FWL). Since technical assistance to institutions was possible to provide the Implementation Guide was further developed in order to enable institutions to adopt the program without technical assistance from FWL.

This guide was rewritten based on the characteristics of the program which were most effective in promoting the management interns.

## THIS YEAR'S OBJECTIVES

The objectives to be accomplished in 1981-1982 were:

1. provide a clear description of the program
2. produce an implementation guide
3. initiate dissemination of the training program

In addition to reporting the accomplishment of these objectives, the bulk of this report includes summary case studies of the interns who were served by this program. The aspects of the program which most contributed to the successful advancement of these interns is reported and discussed. Characteristics of the interns are also described and observations regarding how these traits helped in their successful completion of the program are made.

## PROGRAM DESCRIPTION

A summary description is provided here for your immediate review. However, if you want a more detailed description please refer to the implementation guide which accompanies this report.

Far West Laboratory's Women and Minorities Leadership (WML) Program in educational research and development is an internship program for women and minorities at the pre- and post-doctoral levels. It is conducted at Far West Laboratory under the aegis of the National Institute of Education (NIE), which provides the funding on a continuing grant basis.

The Women and Minorities Leadership Program was one of several nationally established programs funded by NIE to develop training models for women and minorities in the field of education. In the words of NIE's Chief of Minorities and Women's Programs, Dr. Gwendolyn Baker, these models are "to strengthen the quality, relevance and credibility of educational research through greater inclusion of the contributions and perspectives of members of minority groups and of women who historically have been underrepresented in this field."

The WML Program is governed by a seven-member Coordinating Council which is composed of established professionals in educational research and development from within Far West Laboratory. This Council develops policy for the program, selects the interns, and oversees their and the program's progress. The project director administers the program and works with each intern and advisor to ensure that there will be maximum availability of resources, guidance, and opportunity for the interns.

The WML Program contracted with eight to ten interns on an 18-month basis, and created specific opportunities for these interns to advance in the field of educational research and development. The program emphasizes learning through experience, as its essence is on-the-job training supported by the guidance of established professionals in the field of educational research and development.

Upon acceptance in the program, each intern structured his/her own learning program in consultation with the project director and with an advisor from within Far West Laboratory, who is selected by the intern and approved by the Coordinating Council. An individual program may include seminars, coursework, and structured activities necessary for developing such critical R&D skills as: proposal writing, program design, project management, and seeking of funding sources.

Each intern is provided with funds, supportive materials, and professional resources with which to design his/her individual course of study. The advisor's role is to assist the intern in assessing his/her present experiences and strengths as a prospective leader in research and development, and to determine the content, sequence, and application of appropriate resources to his/her individualized program of study.

Each intern meets with her/his advisor and with the project director at least once a month; there is an open appointment schedule to provide more meetings when necessary to fit the individual intern's work. Monthly group intern meetings are held for exchange of information, group support to individual efforts, and discussion of strategies for advancement in R&D.

The advisor, intern, and project director cooperate to monitor the intern's progress. The project director supports the advisor by providing guidelines for advising interns, components for knowledge and skill development in research and development, and individual and group conferences with interns and advisors.

Upon successful completion of the internship, each intern is awarded a "Certificate of Completion" from the Women and Minorities Leadership Program at Far West Laboratory, which includes a full documentation of the internship experiences and the results of each intern's research and development efforts.

Interns were admitted to the program once a year, and as occasional vacancies developed. Applicants for participation in the program were asked to submit a resume and a covering letter, which stated their reasons for wanting to be in the program, what related experiences they had to qualify them, and what they believed they could contribute. An interview with a selection committee was used to further assess each applicant's potential for successful leadership in educational R&D.

Far West Laboratory developed this program to make it available to educational agencies, school districts and universities so that they may include it in their own efforts to use the perspectives and special talents of women and minorities in the field of educational research and development.

#### DISSEMINATION

Dissemination was not pursued due to the fact that both educational institutions and the private sector are reducing rather than expanding their administrative staff. Several school districts that were interested could not afford the expansion but the model is still useful for the private sector when the economy improves. It was towards this end that the book title was changed and is now An Executive Training Program.

## THE IMPLEMENTATION GUIDE

Completion of the implementation guide which is entitled An Executive Training Program was based on further evaluation of what factors contributed to the successful advancement of interns to management level positions. Those are discussed in the following sections.

The implementation guide can be used for replicating the model that was developed by Far West Laboratories. It is a step-by-step guide for adoption by educational institutions or organizations from the private sector as a management training model.

Please refer to the book that accompanies this final report as evidence of accomplishing this objective.

### FACTORS WHICH CONTRIBUTE TO SUCCESSFUL ADVANCEMENT

Sixteen interns were served in the program. Of those, one was not executive material. She was included in the first selection of interns due to a misinterpretation of the purpose of the program. It was thought that the program was for the advancement of women and minorities regardless of their job level. She was a secretary who wished to advance. Although she did make significant advances, i.e., completed four years of college in two years and learned enough about educational R&D to write a proposal as part of one of her term papers, she will not be included as one of the subjects for evaluating the effectiveness of the program.

Of the 15 who were management potential, 12 achieved management level positions, i.e., five were directors of projects funded for over \$200,000 and seven were associate directors in programs funded from a range of \$400,000 to \$1 million. The significant advancement of these people is evidence not only by their promotions to management level but by significant increases in their salaries and responsibilities for making policy, and supervising personnel. This number of successful interns represents 80 percent success.

This does not mean that the other 20 percent were failures. In fact, two of the other three interns achieved management level but simply did not have the opportunity to direct projects. One had written several proposals which were not funded but is now a senior researcher in a major project in a university in the midwest.

The second succeeded in publishing several journal papers and presented at national conferences for educators. She is presently consulting on a parttime basis in educational research. The third is employed in the research department of American Airlines where she has been offered positions to direct a component of the research department. In effect, all have achieved management level potential.

## SOME DID NOT NEED THE PROGRAM TO SUCCEED

In order to identify the aspects of the program which most contributed to these individuals, we excluded those who would have obtained management level positions without the assistance of this program. Three would definitely have obtained their positions whether or not they were in this program. One other may have. A definitive statement can't be made because she was assisted by the program and it is difficult to determine to what extent that help made a difference.

Three of them were already on a management track. One was assistant director to an elementary school program, a second was directing a small project under the supervision of a principal investigator, the third was the assistant to the director of an evaluation of a school district. The fourth, who was not on a management track, did use assistance from the program. She obtained a job as co-director of a national project two years after she left his program.

The analysis to determine which aspects of the program most contributed to the professional advancement of the interns are based on the eleven who did use the program.

There were six principal ways in which the program assisted interns to achieve their goals:

1. provision of a mentor
2. provision of strategies to increase their professional visibility
3. short term assistance of consultants
4. opportunities to demonstrate their ability
5. peer learning
6. training through conferences and seminars

Before presenting the analysis of the effectiveness of these program offerings, each will be briefly described to specify the nature of these offerings for the reader.

The mentor was a handpicked professional in R&D who helped the intern plan quarterly objectives, recommended or created special opportunities, assisted in the resolution of on-the-job problems, was a source of praise and support, introduced the intern to influential people, served as a model administrator, and served as a counselor at times when the intern needed assurance or a boost in self-confidence to attempt a special challenge. In a number of cases the mentors were the interns' supervisors or bosses. The project director also served as a mentor to many, if not most of the interns.

Strategies to increase visibility in their professional field was provided by the mentors. This included encouraging interns to write articles, make presentations at major conferences, make contacts with significant people in their field in Washington, D.C., and to make themselves known to the administrative heads at Far West Laboratory.

Short-term consultations were provided by the program to assist interns to carry out a challenging job to which they weren't accustomed. For example, many used professional proposal writers to assist them in developing a fundable proposal. They could select the consultant from a list of resources or found their own. The consultants could assist with any topic relevant to educational R&D, e.g., evaluation, data analysis, development of a publishable article, development of a presentation for a conference, or regarding problems related to supervision and management.

Peer learning was provided for at monthly meetings in which interns would discuss the work they were doing, the methods for succeeding at new opportunities, strategies they were using to cope with, special problems on the job, and for being trained in workshops and seminars. These meetings developed professional friendships which continued on a one-to-one basis outside of the meetings. They would assist each other with contacts, names of resources they could use, knowledge of new opportunities to which they could apply.

The program provided funds for interns to attend professional conferences and seminars. The funds also covered tuition and books for university coursework that was relevant to their internship. New opportunities were sought after within FWL to enable interns to learn from performing a special assignment. For example, an intern would assist a project director in writing a new proposal for the benefit of learning what it required to complete a fundable proposal. One intern accepted a short-term directorship in a community organization for the experience of directing a small scale project.

It was both the mentors' and the interns' job to create opportunities when there were none being offered, e.g., interns could offer to oversee the budget management of the project director and would gain the experience of knowing budget management in a major project. The best opportunities, of course, were promotions and new jobs at the management level.

#### RESULTS AND OBSERVATIONS

Three offerings of the program were used by more than 70 percent of the interns: the mentor relationship, strategies to increase their professional visibility, and opportunities to learn and to show their capability.

The use of conferences and short-term consultations were also of significant value to 66 percent and 60 percent of the interns respectively. Ten of the interns made use of conferences, both for receiving training and

to make themselves known to other professionals in the field. Eight of the interns used short-term consultations with professionals in R&D to assist them in developing special skills.

The aspect of the program that was least used but important to those who did use it was the peer consultation relationship. Only five named that aspect of the program as significant to their advancement.

The three women who were already on a management level track made use of only new opportunities and professional conferences where they could receive training and meet others like themselves. Their relationship to mentors was primarily one of observing the way they functioned rather than receiving direct guidance.

The eight interns who made the greatest advancement extensively used their mentor, increased their visibility in their professional field, and took advantage of opportunities that were available. Five of those eight also made good use of short-term consultations and peer relations.

What the results indicate is that interns who were not already on a management track used all of the offerings. They used their guidance from a mentor, increased their visibility, used short-term consultation and peer support to work through the special problems, and sought new opportunities to show their competence. This resulted in faster advancement.

The remainder of this report will focus on individual cases in order to demonstrate the unique way that each intern made use of what the program provided.

#### SUMMARY CASE STUDIES

##### THOSE WHO MINIMALLY NEEDED THE PROGRAM

The first three interns were women who were already identified as executive material, and were in middle management positions when they began their internship.

Francione, the first, was already an assistant director in a national training program for elementary education staff. She was assured the possibility of eventually becoming director because her boss was a white man directing a project which served primarily black, Mexican and other minority children. It behooved him to have a person of ethnic minority background as assistant director. Francione was being groomed for the position by being assigned several tasks of supervision and development which she completed successfully. It was only a matter of time before the director of the project left and Francione automatically moved into the position.

While in the program she made use of the opportunity to attend a conference for black administrators. From this she gained confidence and encouragement to assert herself further at the management level. Her mentor, a woman who was deputy director of FWL, served as a model woman who had made it to the top in a field dominated by men.

Margaret was already in charge of a project to develop competency based materials in an early education program under the supervision of a principal investigator who oversaw several projects. By demonstrating her ability to coordinate such a project, she was already demonstrating her leadership ability. She was assertive and willing to take on new opportunities as they were available. She subsequently was an associate director in a national project which provided training in proposal writing for non-profit institutions wishing to obtain grants to benefit women. She had made herself known in FWL as a potential director and it was only a matter of time until she seized on another opportunity to advance herself. She soon became director of a national project to provide evaluation assistance to school districts and educational institutions.

The only use she made of the internship program was to benefit from attending the conference for black administrators. She, too, was strongly encouraged by her experience in the conference to pursue obtaining a directorship.

Aima entered the internship program in the position as chief evaluator of a school district. Being that there was only one director of evaluation and that she was in charge of collecting, interpreting and reporting evaluation data, she was already in the logical position of becoming a director should the position be vacated. She primarily used the opportunities in the internship program to increase her expertise in the field by attending training conferences, and using opportunities within her job to further know the functions of director of evaluation. Although she also made use of guidance from her mentor and the project director and her association with other interns, she was already in a position to move into a directorship at some time in the future.

Pearl's case is one that is hard to categorize as an individual who would have achieved the co-directorship of a national program that she did without assistance of the internship program. Through the internship program she came from relative obscurity to being known to many administrators in the Laboratory. Her mentor was the director of FWL. Her work with him included development of an in-out basket experience for the project directors of FWL. She demonstrated her competence by organizing and conducting the in-basket training for Laboratory management.

Pearl also gained confidence in asserting herself by being one of the several interns who forced a change in the nature of the program. She, Donna and Carol formed a coalition and filed a petition complaining that the program was floundering. This occurred at the beginning of the program before it really had the administrative support that it received later. All this did not endear her to administration, but it did show her ambition and willingness to fight for what she wanted.

While Pearl did work closely with her mentor in that particular project she only needed an opportunity to show her competence. She had experience in directing educational television and her opportunity came two years after she left the internship program. She became co-director of a multi-cultural television dissemination program. She would have made it one way or another but the internship program helped give her visibility and confidence to use the system to advance herself.

#### THOSE WHO CLEARLY BENEFITED FROM THE PROGRAM

Donna began as a program associate in a national proposal writing training program for women. She, like Pearl, primarily was looking for an opportunity to demonstrate her competence. However, she did need further proposal writing skills. She made extensive use of the part of the program that provided her with short-term consultation, specifically, proposal writing. She wrote a proposal for a three-year project that was almost funded. She was in the top three in a government department, NIMH, which has very stringent requirements for funding proposals. It was a major achievement to even be considered.

The other aspect of the program that Donna used extensively was the peer learning. She is a close friend of Pearl's and together they advised and counseled each other regarding ways of improving the program and ways of seeking opportunities for themselves. Although she conferred a number of times with the project director, she did not make much use of the mentor. She nearly wanted the support to obtain an opportunity to direct a project. She continues to be program associate functioning as co-director at times in a project at FWL.

Carol began as a research assistant at the beginning of the internship program and within three years is now directing a national project in a laboratory in the midwest. She made use of all the offerings of the program. Her main mentor relationship was the project director from whom she received support to chair a national meeting of the women and minorities program. This initiated her feeling of confidence to attempt working with professionals at the national level. As a result of that coordination, she made herself known to director of the women and minorities program, and the director of CEMREL. She also made use of this new visibility as a means to know other significant people in the network of programs with which she was affiliated.

Her boss gave Carol work to do which was high level responsibility. His being overloaded gave her an opportunity to perform functions within the province of management. Although she struggled initially, with guidance, she did continue to develop skills. Through the internship program she recognized her capability for running a project herself.

Her confidence was reinforced by her role as representative for interns at the coordinating council. In this capacity Carol was negotiating and dealing with project directors of FWL including her boss. She used the peer support in that she was the representative of the interns, called

meetings and conferred with them regularly. She used the opportunities when she traveled for her project to make herself known to significant people in her field.

She not only made her competence as a professional in educational R&D known to other professionals in her field but had the opportunity to meet her future husband during one of her field trips. He, also a researcher in education, told her of a directorship vacancy in a midwestern educational R&D Center. She did obtain that position over numerous competitors. She is now director of a national project.

The support and guidance she received in the internship program together with the opportunity to function as an assistant director, although without the title, prepared her for succeeding in obtaining her present position. During her internship, she made extensive use of her mentor, the internship project director, opportunities to be more visible in her field, strategies to cope with her overload of work, and moral support and reference letters when applying for her present job. In addition, she represented intern issues at the governing council meetings and worked hard at learning on the job.

Amalia rose from the position of field trainer to that of associate director of a \$1 million project within one year of being in the internship program. She made use of her mentor relationship with the project director, increased her visibility in her field, used opportunities to learn through assignments on her job, and attended conferences and seminars on many aspects of educational R&D and minority politics. Despite her fast rise, she did not succeed in keeping a management position due to her lack of assertiveness and political know-how.

Although she was competent as a field trainer in a desegregation project, her promotion was not entirely based on her competence but on the fact that she was a minority woman with a Ph.D. The project served school sites with primarily Mexican, black, and native American students. Her being Mexican woman with a high education degree in a management position enhanced the image of the project. This did give her an entree to the opportunities afforded associate directors but the catch was that she was given responsibility without the real authority or commensurate salary for her position. In effect, she wore the mantle of associate director while continuing the full load of field training.

She worked closely with her mentor to solve the problems of trying to carry out responsibilities assigned to her as a director but undermined by receiving little or no support for disciplining her subordinates or even being included in the selection of the teams that she had to head. Although strategies were formulated for her confronting her boss and requesting her appropriate job description and administrative support, she felt endlessly frustrated by her unsupported position within her project.

In the course of her internship, she did make herself known outside the laboratory at conference for Hispanic professionals, training seminars on management, proposal writing, and knowledge of funding sources.

Amalia was the representative for the interns on the coordinating council but said very little at these meetings. When she was offered an opportunity to direct a portion of a \$2 million three-year project, she failed to participate in the proposal writing for the project and to make herself indispensable to the director of that project. She was too trusting of the offer without realizing that there was work and politicking to be done as well. She had been selected because she was a Mexican woman with a Ph.D. That gave her an entree, but she didn't use the opportunity appropriately. While she attended all the intern meetings and was a representative she didn't use peer relations outside of these meetings. She got full support and advice on ways to confront the problem situations, but she wouldn't use the recommendations when it came to going through the confrontations.

Amalia's case is one that demonstrates that although she was using almost all of the offerings of the program, a difficult circumstance in which she found herself and her unwillingness to be aggressive resulted in her feeling demoralized and somewhat cynical about her experience. She did achieve the associate director position and was offered a parttime directorship in another project, and wrote a major proposal. She refused the latter offer and left FWL to have a child and to eventually return to Arizona. However, she did achieve a directorship level.

Mike made full use of the mentor relationship, keeping himself visible, and using every opportunity that was offered. He is assertive and willing to work hard and obtain the position of assistant director of a national research center in the east.

Ralph, Mike's mentor, took him under his wing, gave him advice, created opportunities for him to write proposals, traveled with him to Washington, D.C. to become acquainted with the funding sources, and to be known to significant people in his field of speciality, and served as a model as a professional in R&D. Mike attended and contributed in the peer meetings, used opportunities for developing new skills and showing his competency. He wrote proposals outside of FWL, wrote a mini-proposal within the Laboratory, developed evaluation instruments, worked with an evaluator to learn the basics of evaluation, assisted the internship project director conduct a study of management competencies, studied proposal writing, and completed a second master's degree at the local university.

Mike is an individual who would have eventually reached the top on his own, but the internship program facilitated and directed his advancement by providing the guidance and the opportunities. He subsequently completed his Ph.D. at Columbia and is being groomed for director of the research center mentioned earlier.

Davida began as a field trainer lacking confidence in her professional writing ability but was ambitious and assertive enough to seek opportunities which would lead to a management position. She made extensive use of her mentor relationship with the project director to seek guidance in coping with a coworker problem. She was able to confront her coworker and her boss as well. She also received encouragement to write articles for

publication and planned ways to make herself better known in her field as a specialist in reading. She used a consultant to assist her in completing her articles. These were published in education journals. She used a variety of opportunities that became available, e.g., presenting in national workshops, training administrators, proposal writing, attending professional conferences and completing her master's degree.

As a result of working directly with management level staff in this project and consulting with many professionals competent in their specialties, Davida developed further confidence to eventually manage her own project.

Joaquin was relatively unknown to anyone other than his fellow workers when he first entered the program. His entering the internship made him known to the Deputy Director of the Laboratory. This resulted in his being written into a multi-million dollar project as a senior researcher. He became extensively involved in the writing of the proposal into which he was written and thereby further demonstrated his competence as a researcher and manager. After working effectively in this project for over a year, he took a better job in a university in New Mexico where he is in charge of a major portion of a project as a senior research associate.

Elsie came into this program with much experience in the field of educational research and development but was unknown within FWL. As happened in Joaquin's case, her entering this program not only made her known to FWL administration but resulted in her having the opportunity to assist in the writing of the same multi-million dollar proposal and to direct a portion of it. She demonstrated her management competence as director of data management. This required that she coordinate the work of over twenty professionals in various sites throughout the United States. One of the most important experiences during her internship was writing a proposal together with the Deputy Director of the Laboratory. She not only learned a great deal about writing a million-dollar proposal but increased her self-concept as a researcher capable of directing her own program. Her success was principally due to having the opportunities to learn on the job and to work with capable people who could serve as models.

Sandra made use of her mentor relationship, used short-term consultations, participated in conferences in management, proposal writing, and for black professionals. She was especially effective in using opportunities to learn by doing. She headed a writing team of four researchers in the development of a prospectus for a proposal, assisted in the writing of a proposal with her mentor, Ralph, and served as the representative for the interns on the coordinating council. She was progressing very well when the funding for the project in which she was employed was cut. She is now in a potential management position in the research department of a major company.

Minerva is an example of a person who had dead-ended in her job as a school psychologist. She used everything the program had to offer to advance herself professionally. She increased her visibility in her field of specialty, Special Education, by participating in conferences where she was most likely to meet prominent people in the field. She joined local education groups where she would know about new positions and received training in seminars on budget management, proposal writing, management, and evaluation.

Minerva also effectively used networking with others to get information, to provide support and ideas for others, and to share strategies for learning. She prepared for interviewing for a position as assistant director of special education in a major urban area by receiving coaching from one intern about the politics in that district and getting up-to-date information about recent issues in special education from another.

She capitalized on an opportunity to direct a small, short-term community project doing an effective job. The experience gave her knowledge and confidence to apply for the assistant directorship of the school district mentioned before. After getting the position, she met weekly with her mentor for counseling and clarification of the complex maneuvering that she was subjected to by her new boss, the Director of Special Education. With this week-to-week assistance, she learned how to operate effectively despite her boss's manipulations. She is now director of that department and functioning very well.

Barbara, like Minerva, used everything the program offered. Within one year she was designated as a principle investigator for FWL. She consulted extensively with two mentors, the deputy director of the Laboratory and the intern project director. She met weekly with one or the other to get advice for seeking opportunities to learn or to advance professionally. She planned her quarterly objectives and accomplished them.

She effectively made herself known in the network of educators in continuing education. When travelling to Washington, D.C., Barbara used the opportunity to contact people within the funding sources to make her ideas known to key people. Within a relatively short time, she was known well in her field.

Barbara sought her own consultants as she needed them. She learned who was who in the Laboratory and simply went to them for specific help, e.g., evaluation methods, politics in Washington, D.C., trends in funding, or assistance in budget projections. Her ease in developing relationships was evidenced in her friendship with Chesca, another assertive and competent intern. They confided concerns about their options and helped each other with strategies for seeking funds, identifying who's who in the Laboratory and in Washington, and provided moral support for each other.

Her major accomplishment was learning to write a fundable proposal. Barbara overcame her fear of writing a proposal through training in seminars and workshops and by having to head a writing team. She produced a \$400,000 proposal in record time. She was ready to direct her own project but not before she had written four proposals and almost obtained funding on two. She continues her work in the Future's Society and as a college teacher. There is no question that she will be directing another project as soon as it is feasible.

Chesca, like Barbara and Minerva, was assertive and willing to use what worked best for her to get where she wanted to go. She did not use the mentor relationship as much as others. She chose to figure things out by herself. She concentrated on seeking opportunities for creating her own program. She made herself known to major researchers and developers in her field of special education for the handicapped. She did the same within FWL. Others who were exploring finding funds for programs in special

education began including her in conferences in Sacramento and in small group planning sessions.

Chesca gained experience and confidence in herself as a proposal writer and manager of a small project funded by FWL. The project was small enough to provide her with the full experience of developing the idea, implementing it with funds, evaluating it, and providing the final product and report. This gave her the needed experience in R&D management for pursuing writing a full proposal for a large project.

After requesting support from FWL for seeking funds in special education and being refused, Chesca found a directorship of the very kind of project she was after at the San Francisco State University. That project has been refunded for another three years. Her project serves many teachers and hundreds of students.

She went from being a field trainer to now supervising a staff of six and managing a budget of over \$300,000 within a period of one year. Although she did not use the mentorship aspect of the program as much as did others, she did use the peer counseling and learning as others did not. Her friendship with Barbara developed from their mutual participation in this program. They have continued their friendship beyond the completion of their internship. Chesca got what she was after in a big way.

#### SUMMARY CONCLUSIONS

From the case studies, we conclude that a major factor in the success of this program was appropriate selection. Almost all of them demonstrated willingness to be assertive, ambitious and to seek opportunities which were challenging and gave them a chance to demonstrate their competence.

Those who were already on their way to becoming managers needed only the opportunities and the models to go by to achieve the positions they sought.

Those who had the potential but had not had the experience of being managers needed a mentor, opportunities to learn, and the strategies and opportunities to make themselves known in their field. Conferences and seminars were a source of information for them as well as opportunities to make themselves known to others in the field. Those interns who used more aspects of the program to help themselves progressed at a sure and rapid pace to management positions.

Two of the offerings of the program were not significant in contributing to the advancement of interns. These were: the resource library and the programmed coursework in subjects such as management, evaluation and supervision. The most important aspect of the program was the provision of opportunities to learn by doing with support of consultants and mentors.

This concludes the project that did succeed in placing women and minorities in top positions in educational development.